Writing Rubric-Based on 6 + 1 Traits of Writing

5 (distinguished) 3 (practitioner) 1 (apprentice)

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| Ideas  (content/concept) | Clear, focused, specific; holds reader’s attention; relevant, details enrich central theme; engaging/small enough to handle; purpose/point of paper obvious; strong thread; main points supported | Development basic; a little broad; some good parts; weakened by generalities; need for more supporting information/details; predictable | Topic ambiguous ; limited, or unrelated details; sketchy/random information; no clear sense of purpose; lack of, or little knowledge about topic |
| Organization  (road map) | Strong lead; showcases central theme; details in right places; smooth transitions; order, structure compelling, moves reader through text; paragraphs complete/effective ; ends on strong note, resolved | Beginning, but no thread to what is next; not clear how details connect to main point; transitions present, but commonplace; conclusion exists but not solid | Ideas, details, events loosely strung together; lacks direction/structure; little or no information; hard to understand; sequencing confusing; transitions non-existent; no resolution/conclusion |
| Word choice  (picture) | Precise, vivid, natural language; paints clear, complete picture/visual; words are colorful and fresh, not overdone or flowery; energetic verbs | Language workable; enhances/clarifies meaning; does not capture reader’s attention; new and better ways to say things not tried, verbs passive | Limited, vague, or redundant vocabulary; incorrectly used words, or phrases, impair effectiveness; makes reader wonder about meaning; awkward/unclear; clichés persistent |
| Sentence fluency  (flow) | Sentence beginnings/length varied; natural flow with a rhythm/cadence; excess words weeded out; text enjoyable to read out loud; appropriate/ creative connectives | Pleasant, but more business-like than musical; less fluid; rhythm inconsistent; several sentences begin the same way; used more words than necessary | Reading is difficult; run-ons, fragments create issues with meaning ; repetitive patterns; short, choppy, rambling or awkward sentences; too many connectives (and, so, but, then, because) |
| Voice  (self) | Energy/passion for subject; lively, expressive, engaging; individual, powerful; obvious perspective/point of view; written with confidence/security; respect for audience/purpose ; consistent, no contradictions | Sincere but not engaged; no individual perspective; safe generalities; communicates on functional level; more telling than showing; purpose evident but not compelling; reflects commitment to topic | Writer indifferent to topic/content; no thought or feeling conveyed; lacks spirit, energy, purpose; distanced from topic; no connection; point -of –view incorrect |
| Conventions  (readability) | Spelling/capitalization generally correct; punctuation accurate; grammar/usage correct; sound paragraphing; shows consistency/control; minor errors | Spelling/punctuation/capitalization usually correct; several grammar/usage difficulties; editing problems impair but do not detract from overall readability | Spelling/punctuation/capitalization errors; paragraphing/grammar usage errors; extensive editing detracts from concept/organization |